DOCUMENT RESUME

ED 288 993 CE 048 479

TITLE	The Future of Work. Curriculum Development Project. Final Report.
INSTITUTION	Center for New Work of Flint, MI.
SPONS AGENCY	Michigan State Dept. of Education, Lansing.
PUB DATE	Aug 87
NOTE	52p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Change; *Career Education; *Curriculum Development; Demand Occupations; Dislocated Workers; Educational Radio; Emerging Occupations; Entrepreneurship; *Futures (of Society); *Labor Market; Multimedia Instruction; *Occupational Mobility; Postsecondary Education; Secondary Education; Technological Advancement; Videotape Recordings; Workshops
IDENTIFIERS	*Center for New Work of Flint MI; Michigan (Flint)

ABSTRACT

The Future of Work project grew out of an essay of the same title by Frithjof Bergmann, a philosophy professor at the University of Michigan. In spring 1983, Professor Bergmann and a colleague, Richard Gull, founded the Center for New Work of Flint in Michigan, where the problems besieging the U.S. auto industry were focusing attention on the changes in the U.S. labor market that would likely occur in the future. A videotape series on the future of work was begun in fall 1983, and in 1984 a series of workshops was developed to examine new forms of part-time entrepreneurship and alternative ways of organizing work. These lectures were given locally, statewide, nationally, and internationally. The Center for New Work of Flint sponsored a biweekly radio series entitled "New Work" that featured discussions of diverse aspects of work by labor leaders, workers, politicians, educators, academicians, and others. Some 40 programs have been produced. In addition, the Center successfully piloted a curriculum entitled "The Future of Work" during the 1986-1987 school year in the Flint Public Schools. The curriculum plan featured print learning modules, videotapes, and teacher inservice programs. Plans have been developed to improve the programs and disseminate them to a wider audience during the 1987-88 academic year. (MN)

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THE FUTURE OF WORK

CURRICULUM DEVELOPMENT PROJECT

FINAL REPORT

August, 1987

ED288993

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ACKNOWLEDGEMENTS

The Center for New Work wishes to thank the many people of Flint who contributed to making this project a success: teachers, students, workers, managers, administrators, the staff of WFUM, the UAW, the staff of PURA, Father James Bettendorf, and many more who gave their help and ideas. Special thanks to Senator Joe Conroy and Representative Robert Emerson for their support.

BACKGROUND

Professor of philosophy Frithjof Bergmann of the University of Michigan, Ann Arbor, and professor of philosophy Richard Gull of the University of Michigan-Flint, began the project for New Work during the academic year 1983-84 in Flint with several small grants from the University of Michigan, partly as a community education effort and partly to refine their ideas on the future of work in our rapidly changing industrial society through first hand contact with labor, management, political leaders, and educators. Professor Bergmann had previously written and lectured widely on the future of work. His essay "The Future of Work" provided a conceptual framework for the project. He also had produced a 10-part videotape series "Culture After the Elimination of Labor" in 1980-81 at the University of California, Santa Cruz. Professors Bergmann and Gull decided in spring 1983 to collaborate on a long term project in Flint where the effects of America's besieged and restructuring auto industry were being directly felt, a place with nowhere to go economically but into the future.

Shooting and planning of "The Future of Work" videotape series began with WFUM-TV(Channel 28) in October, 1983, in Flint at the University of Michigan-Flint; more preliminary shooting was done in March 1984. The Center for New Work of Flint officially began in the autumn of 1984 with a grant from the Michigan Department of Commerce. Our meeting place became the Newman

House at 703 Mason in Flint. Our objective was to educate the community about the transformation of work and to be a catalyst for change toward a society with less unemployment and less vulnerable to the effects of increasing global change. The project's guiding vision was originally articulated in On Being Free but has deeper roots in the philosophical tradition, the history of both Western and preindustrial culture, and the history of the labor movement. It is of a society where people work much less time at jobs than at present and in larger chunks of non-job time engage in pursuits--centering in the family, or benefiting the community, or increasing self-sufficiency, or education, or part-time entrepreneurship--in short, new work. The accelerated pace of technological change, the globalization of the economy, the economic emergence of women, the decline of industrial manufacturing, the proliferation of part-time employment, and other factors, are all parts of a enormous transformation of work and much too little effort had gone into educating people to think about them in an integrated way.

Workshops were held at the Center on new forms of part-time entrepeneurship and alternative ways of organizing work. Lectures by the principal investigators and several other associates of the Center were given in Flint, statewide, nationally, and internationally. A large meeting and workshop was conducted by the Center at the UAW Region 1-C auditorium in November 1984 and several Flint labor leaders participated. A bi-weekly radio series titled "New Work" was produced by the Center and featured discussions of diverse aspects of work by labor leaders, workers, politicians, educators, academics, and others. Some 40 programs have been

produced.

Professor Gull introduced a unique philosophy course at the University of Michigan-Flint about work-- its history, philosophical justifications, tranformations, and alternatives for the future--titled "Philosophy,Work, and Economic Freedom." Each fall Professor Bergmann teaches a graduate seminar on the philosophical foundations of the work project at the University of Michigan, Ann Arbor. Articles about local labor matters were written for the Flint Journal and a number of articles appeared statewide and nationally which helped make the project more visible. A core group who last year became staff members of the Center included two teachers with considerable experience writing high school curricula, Beverly Reyner and Kathleen Smith. From these activities ideas emerged for a curriculum for high school students to accompany 10 half hour videotapes titled "The Future of Work." The package would be piloted in the Flint public schools. After preliminary meetings with director of curriculum Leonard Murtaugh and Michigan Department of Education Director Philip Runkel a grant proposal was submitted to the Michigan Department of Education in June1986. A funding of $60,000 was approved in September,1986. The Project for Urban and Regional Affairs(PURA) at the University of Michigan-Flint administered the grant and served as the fiscal agent, provided technical assistance, and half-time secretarial service.

VIDEOTAPES, CURRICULUM, AND INSERVICES

The Center for New Work of Flint successfully piloted a

curriculum titled "The Future of Work" during the entire1986-87 school year in the Flint public schools. Four teachers (see Appendix F for a list of all the teachers who used the materials and a letter from one of them) used the curriculum materials which included both10 videotapes and accompanying manual modules. These were taught in four, nine week marking periods in four Flint high schools in the context of a new course for sophomores titled "Issues and Skills". "The Future of Work" videotape series was produced by the Center for New Work in conjunction with WFUM (Channel 28, University of Michigan television in Flint) and aired on Channel 28 weekly March through April 1987.

The projected timeline in the original grant proposal for the tapes, curriculum modules, and inservices was:

July1986	Tapes Duplicated and Five Modules Completed
Aug.1986	Inservice:Tapes and Curriculum Introduced
Sept.-Dec. 1986	First Five Tapes and Modules Used in Pilot Classes and Ten Modules Completed
Dec,1986	Inservice; Revisions Considered
Jan.-May 1987	Last Five Tapes and Modules Used in Pilot
Apr. 1987	Inservice

A comparison of the projected timeline with the actual time schedule in which the tapes and modules were completed and piloted, and inservices held is as follows:

Tapes:

Projected timeline for completion and piloting of tapes:

July 1986 First Five Tapes Duplicated

Aug.1986 First Five Tapes Introduced

Sept.-Aug. 1986 First Five Tapes Used in Pilot

Jan.-May1987 Last Five Completed Tapes and Used in Pilot

Actual time schedule in which tapes were completed and piloted:

Sept.-Dec.1986 First Five Tapes Completed and Used in Pilot

Jan.-May 1987 Last Five Tapes Completed and Used in Pilot

Explanation: The tapes required more time than expected to complete and edit. Therefore instead of being completed and ready for classroom use at the beginning of each semester, they were completed and distributed to the teachers one to three at a time. Tapes 1-5 were finished in the period September through December 1986 and 5-10 from January through May 1987.

Modules:

Projected timeline for completion of the curriculum modules:

July 1986 First Five Modules Completed

August 1986 First Five Modules Introduced

Sept.-Dec.1986 First Five Modules Used in Pilot

Jan.-May 1987 Last Five Modules Completed and Used in Pilot

Actual time schedule in which modules were completed and piloted:

Sept.-Dec. 1986 First Five Modules Completed and Piloted

Jan.-May 1987 Last Five Modules Completed and Piloted

Explanation: Since the curriculum modules could not be completed until the tapes were available, the introduction of the modules had to wait for the completion of each tape. The curriculum writers, however, completed and distributed the modules very quickly after the completion of each tape. They were able to do this in part because they were also involved in the process of editing the tapes.

Inservices:

Projected timeline for conducting inservices:

August 1986 First Inservice

December 1986 Second Inservice

April 1987 Third Inservice

Actual time schedule for inservices:

September 1986 First Inservice

January 1987 Second Inservice

Explanation: Two instead of three inservices were held for the teachers because not enough funds were made available by the school district for release time.

Two inservice sessions were conducted by the principal investigators for all of the teachers and two administrators involved in the project; also attending were the curriculum writers, two project assistants, and the FERA evaluator. The first inservice was at Northern High School in September 1986, the second at Northwestern High School in January 1987. Other supplementary materials--newspaper and magazine articles, the NOVA videotape "The Robot Revolution," and presentations by the principal investigators--were used. The first inservice focused on introducing the project to the teachers and explaining what their role in the pilot would be. The

second inservice, occurring after the teachers had used some of the tapes and modules, concentrated on teacher and student reactions, ideas for improvement, how each teacher tailored the materials to the classroom situation, and what kinds of additional supplementary articles should be supplied by the Center for background reading and classroom use. Hugo Pinti, Coordinator of Science & Health Education, who provided administrative coordination for the project, remarked that the inservice sessions were particularly valuable (see attached letter from Hugo Pinti in Appendix A).

In addition to inservice sessions, other contact with the teachers consisted of two visits to classes by one principal invesitigator to monitor and help introduce the game component (a simulation game called "Rework"), meetings at the Center for New Work attended by the teachers, a presentation by both principal investigators to two classes at Southwestern High School in November, and contacts made by the principal investigators, project assistants, and writers about materials needed.

The tapes and manuals were also piloted in a Mott Adult High School class by the project writers. Curriculum writer Beverly Reyner participated in five adult education classes using and explaining tapes and curriculum materials. An inservice was also held for teachers from Beecher High School, a Title 1 district. Chester Hughes, principal of Beecher High School, also attended. (In Appendix D see attached letter from Administrative Assistant for State & Federal Programs and Grant Development Martha Thrower on the potential value of the curriculum for Title 1 students.)

To facilitate insevices in year two an inservice packet is being

developed based on the experiences of year one. This will include the curriculum manual, a set of articles typically used, a bibliography, and a set of instructions suggesting ways to use the tapes and manuals most effectively in the classroom. This will make the inservices portable to school districts statewide.

THE ADVISORY BOARD

A six member advisory board was established and met twice at PURA, first in March and then in July (see Appendix E for agendas and minutes for details and for the names and titles of advisory board members). PURA director Alice Hart chaired the meetings and William Weisgerber of the Michigan Department of Education attended at least part of each. It was decided at the first meeting that the board would meet every three months to review progress toward the goals of the project specified in the original grant. Also discussed were plans for refunding the project and for dissemination of the tapes and curriculum next year.

THE DISTRIBUTION AND DEVELOPMENT PLANS FOR YEAR TWO

The curriculum project plan for year two will have two parts--distribution and development.

Distribution: Last year's grant was from the beginning understood to be the start up of pilot project. The intent was to test the videotapes with teachers and students and to create a curriculum

to accompany the tapes in the context of an evaluative feed-back pilot situation preparatory to later state-wide distribution. In preparing for statewide distribution, a questionaire, a brief description of the project and the topics of the 10 videotapes were sent to a group of 207 district personnel including Intermediate School District Superintendents, Genesee County K-12 (public) District Superintendents, Curriculum Directors, Special Project Coordinators, and Instructional Specialists. (A detailed description of the survey procedures and the results are attached in Appendix B). Of those responding 22 currently have no future of work instruction in their district. Sixteen said there is a potential use, twenty eight that there may be a potential use, and none indicated no potential use. Completed questionaires continue to be received. We view the response as a strong endorsment of our work.

The actual process of disseminating the tapes has already begun. A brochure describing the curriculum and the costs involved has been mailed to the superintendents of every Michigan school district. Two "packages" are available: One includes tapes, manuals, inservices, consulting days, and license; the second includes only tapes, manuals, and license. Beverly Reyner has been hired to handle responses and negotiate contracts with individual districts. This arrangement is only a beginning, of course. It is an attempt to put a plan into place so that when second year funding is actually received, it will be possible to carry out the distribution plan in the second year.

Development: From the beginning of the project we have been committed to a process of continuous development of the materials.

That is why we engaged FERA (Formative Evaluation Research Associates) to evaluate the material. Their evaluation covers the full period with the evaluator's suggestions incorporated into the project development. Further curriculum development will be a process of diversification and enhancement. In our preparatory work we have developed five general categories into which diversification and improvement would fall:

First, there would be diversification and improvement by available time-frame or scheduling requirements.

There is demand for materials we have developed in a great diversity of different scheduling circumstances. Some schools would like to include a brief module on the future of work, perhaps one week long, while others are more advanced and ready to offer a full semester course on this subject. We plan to fill this need by diversifying the curriculum into several different formats, dividing the materials into four format sizes: one week, a quarter term, a half term, a full semester. (In this pilot year the materials were used in a portion of a nine week course, so teachers had to be very selective. Next year the Flint schools have decided to teach the curriculum in a semester length segment.)

Second, there would be diversification and improvement by subject matter emphasis.

We would focus on five possible expansions. We would redesign the future of work materials to fit into courses in:

A. English language and literature.

B. History

C. Social Studies with emphasis on:

1. Government and Politics,

2. Sociology and American Culture,

3. Economics.

D. Special courses on contemporary issues, for example, on the effects of technology, or on violence.

E. Separate courses entirely devoted to the future of work.

Steps toward this goal would involve much more than re- packaging. The following further steps would be:

1. A general revision of the materials.

Explanation: It is an important and material fact that in the last several years we have filmed far more excellent quality footage than we used in the 10 now existing modules. This footage will go to waste if our work is interrupted now because we regard it as essential in the diversification we have planned.

Some new tapes -- say especially suited to courses in English Literature -- could be the result of extensive re-editing rather than additional (and far more expensive) filming. It would of course be an advantage if one could make different introductory tapes, in which, for example, the historical

development of work, and the most crucial historical roots of contemporary issues are set into relief.

2. Compiling diverse sets of bibliographical materials.

The bibliographical materials would be re-done so that, for example, a different set of readings would be recommended in the context of a course on Government than on History or on Economics. The same is true of a good number of suggested activities.

Third, there would be diversification and improvement by the performance level of the student.

A: "Low Performance" students.

This matter has raised questions from the start of our project. We regard it as especially important. We initially aimed the materials at average students. The evidence shows that we are somewhat on the high side of this, but we feel that there is much that we can do to correct this. Even the entire series can rather easily be made more fitting for lower grades than those we intended. (We aimed mainly at 11th and 12th grade. With major alterations they could be used from 6th grade on up.)

Among the needed changes would be that the overall emphasis of our materials would have to be shifted toward specific manageable examples and an

interest in the future. In this spirit one could start with questions such as: What will shops look like in the 1990's? What will restaurants look like? What will cars be able to do? (What will be the next steps after four-wheel steering?) What will hospitals be like? Offices? (All of these questions are already addressed in our materials, but one could make them a starting point, and develop the more difficult labor related questions from this relatively easy and inviting base.

Beyond this would be more emphasis on visual materials. At the present stage many of the videotapes are rather verbal in their orientation. We would introduce more diagrams, more drawings, more still photography. Adding music to the soundtracks would, of course, make the tapes more attractive (music was not included on the first set because of cost considerations.) Yet another element would be the use of related already existing public television programs and films. (One example is the NOVA program "The Robot Revolution"; there are large quantities of relevant material.) These programs could be used to illustrate the large and general issues we present, making these matters easier to grasp.

B: High-Performance or Gifted Students.

We believe that the future of work will very soon become one of the most intensely debated intellectual issues at the center of public discussion. We would like to equip the most talented students so that they can contribute to

this exciting intellectual engagement. The transition to future ways of working will be accomplished with much less sacrifice and pain if the most gifted of the now growing generation help shape the transformation.

Our experience teaching related courses at the college level has placed us in a good position to make the existing materials particularly suitable for this group. We are planning to enrich the materials dealing with the history of work, the Protestant Ethic, how the present configuration of problems arose, and to go into more detail about the relationship between our ideas for a future direction and their roots in particularly American philosophical views of the past, for example their roots in Thoreau and Dewey We would also amplify what we have so far said about the contrast between the New Work system and socialism, and lay the foundation for a discussion of how New Work relates to art, to leisure, to play, and to culture.

Fourth, there would be diversification and improvement to increase the relevance of our materials to the special problems of minority students.

We have done some preparatory work to make our materials responsive to the needs of Black and Hispanic students. Tracy Edwards, a senior at the University of Michigan, Ann Arbor, received a grant from the university to do research on the New Work project during this past summer and to strengthen the relationship of

our project to the Black community of Flint. She has arranged for the principal investigators to meet with several groups of Black high school students in September.

During most of last year Roberto Quiroz, Director of Bi-Lingual Education for the Flint Board of Education, was associated with our project as a consultant and liaison. (He fulfilled part of a graduate requirement by serving the project as a Mott Foundation Fellow). Mr. Quiroz participated in a videotape discussion of the problems of migrant workers and the difficulties of non-English speaking workers in service jobs which often demand verbal skills. A similar discussion was broadcast on the project's radio program "New Work."

Fifth, <u>there would be diversification and improvement to increase the relevance of the materials to the "drop-out" problem.</u>

We realize that low-performing students are by no means the only students who drop out of school. They should therefore be treated as separate problems. In this context we believe that our materials can make three distinct contributions to alleviating the problem of school drop out:

One: Our materials directly relate education to the future of work situation. A pungent part of our message is that education and developed skills will be an <u>indispensable prerequisite</u> for a

reasonable income in the future. The recognition that education is no longer a mere luxury, but that one must have it to live decently will motivate students who might otherwise drop out. (In this regard, see the letter from teacher Sam Paraschos in Appendix F. He emphasizes that high scores on tests covering the materials and many references to them by the students provide evidence that students "got the message."

Two: The future job market is particularly discouraging for low performing students. In the planned diversification and improvement of our materials we will in detail describe new possibilities of <u>self-employment</u> for these students. We believe that giving students reliable and hard information about these prospects, and outlining steps for their achievement, is far more effective than inane positive thinking pep-rally exercises. (See the letter in Appendix D from Martha Thrower, Administrative Assistant for State & Federal Programs and Grant Development. She finds "especially noteworthy" in the curriculum "the emphasis on nurturing attitudes of self sufficiency and responsibility on the part of the students". This is important for "at risk" students.)

Three: We have found that the several airings of the videotape series on WFUM-TV in Flint

while the curriculum was being taught in the schools to be effective in generating community, and in many cases, parental, interest in these issues. We found several instances of "drop outs" having watched some of the programs. The point is that many communities will be able, will some help from us, to establish a similar situation by arranging to have the tapes broadcast in their communities in synchronization with their use in schools.

We have after much thought reached the conclusion that our materials do not need to be diversified by geographical region, either in the sense of urban vs. rural, or in the sense of Upper vs. Lower Peninsula. Our two most decisive reasons for this posture are:

1) We deliberately chose Flint as the pilot site for this project because we felt that students can only reach an understanding of the current situation if they see a logical progression from manufacturing to other forms of labor. It is pivotal to the subject matter we are presenting that the very same phenomena which are occurring in manufacturing are also changing the nature of work in the service and all other sectors. We therefore feel that the emphasis on Flint is a key advantage of our materials. Students who live in more service oriented communities should start their study of this problem from the manufacturing situation--that is the logical beginning of this story.

2) It is notorious that the current labor situation evokes

"denial" or "escape". One important form of this is that students decide that "if things are bad here, they will go elsewhere." Since there are no "elsewheres" left, this amounts to a calamitous head in the sand position. It is one of our main concerns to help students cope with their situation realistically. This requires that they understand that the elimination of labor is general; that it is occurring in all geographic regions and all jobs. This again means that it is an advantage for students in other parts of the state to learn that this syndrome occurs not only in their own community.

The projected timeline for year two would be:

Sept.-Oct. 1987: Time would be spent surveying already existing materials, for example, other public television programs, more articles, our own unused footage; new bibliographies would be compiled. Then priliminary drafts would be produced of all the changes just described, for example, a draft of "The Future of Work" in a two week module in a course on Government.

Nov.-Dec. 1987: The tapes should be re-edited making use of new material and adding music, diagrams, stills, footage, etc.

Jan.-Feb.1988: New shooting should happen in this period to make it possible to incorporate what we learn from the inservices in other parts of the state into the new tapes.

March-June 1988: Editing, completion, and

manufacturing of the materials would occur.

THE PROJECT EVALUATION BY FERA

An evaluation of the project has been conducted throughout the year by FERA (Formative Evaluation Research Associates) as specified in the negotiated grant agreement. FERA Senior Associate Stephen Gill attended the two inservices for Flint Public School teachers, systematically interviewed the teachers, and has submitted a written report (see the attached report in Appendix C) summarizing the procedures and findings. The report states that all four teachers agree that "The Future of Work" curriculum achieves the objective of making students aware of the rapidly changing world of work. Half of the teachers believed that their students developed a more positive attitude about school. More effort is needed, however, in teaching the application of alternative ways of thinking about work.

Some reported strengths of the curriculum were:

- that the videotapes communicate the message of the course
- that discussion was stimulated.
- that the materials are flexible and can be applied to different subjects and issues.

- that the course is useful as a stimulus for exploring contemporary issues.

- that it promotes critical thinking.

Some reported weaknesses of the curriculum were:

-that there was not enough information about industries other than auto.

- that not all of the materials were available at the beginning of the course.

- that the materials do not deal directly with student attitudes toward school.

- that not enough was presented about potential solutions to problems..

Among the recommendations for improvements were:

-to eliminate redundancy and provide more action in the videotapes.

-to update the materials with, for example, information about plant closings in Flint.

-to further address the impact on minorities and women.

-to provide a textbook that students can take home.

Stephan Gill remarks in the summary of the FERA final report that the teachers found all of the curriculum materials of high value. He concluded that the fact all four teachers in the pilot are plannig

Stephan Gill remarks in the summary of the FERA final report that the teachers found all of the curriculum materials of high value. He concluded that the fact all four teachers in the pilot are plannig to use the curriculum in their fall classes is significant in evaluating the materials. Finally, one measure of the project's overall success is its adoption as part of the nine week "Issues and Skills" course in the Flint Public Schools (see attached letter from Hugo Pinti in Appendix A).

CONCLUSION

We feel that we have accomplished a great deal. It is not simply self- advertising for us to claim that with a relatively small sum of money we have done far more than other agencies with far larger grants. At least three factors have contributed to this success:

First, several years of intensive effort on the New Work project in Flint resulted in the accumulation of valuable resources which greatly contributed to the substance of the curriculum project, for example, "The Future of Work" videotape series and broadcasts on WFUM, the relationships with labor, management, educators, and the community, and a great deal of preliminary reseach and experience on the part of the principal investigators.

Second, an organization was established, based in the offices of PURA, which consisted of several people knowledgable about various aspects of secondary education--teaching, administration, curriculum. This facilitated the relatively efficient translation of the ideas of the principal investigators into actual high school curriculum.

Third, many preliminaries for the statewide distribution of the curriculum have been taken. From the beginning it was clearly understood that the curriculum project would proceed in stages; the first year proposal contained a preliminary plan for statewide second year distribution. It appears in retrospect that the yearly steps forward have been well conceived and of manageable size. It is clear, however, that without funding for

the next stage of the project what has been worked toward will not come to fruition and the enormous potential of this successful investment in education will not be realized.

APPENDIX
A

Letter from Hugo Pinti

SCIENCE & HEALTH EDUCATION
ZIMMERMAN CENTER
2421 Corunna Road * Flint, Michigan 48503 * (313) 762-1028

July 7, 1987

Dr. Richard Gull
Department of Philosophy
University of Michigan-Flint
303 E. Kearsley Street
Flint, Michigan 48502

Dear Dr. Gull:

I am pleased to inform you that the new course Issues & Skills of the Flint Community High Schools will continue during the 1987-88 school year.

The course has met with approval by the students (10th grade) and by the teachers assigned to it.

The contributions of the Center for New Work through you and Dr. Bergmann placed the Issues part of the curriculum on sound footing. Of particular value were the all day inservice sessions of September 24, 1986 and January 21, 1987 for which the staff of the Center provided leadership.

We are looking forward to a productive second year.

Sincerely,

Hugo Pinti

Hugo Pinti, Coordinator
Science & Health Education

jp

A:Course

APPENDIX B

Survey Design and Results

Survey Design (and results) for
THE CENTER FOR NEW WORK
Future of Work videotapes and curriculum

In order to determine the interest Michigan educators would have in using THE FUTURE OF WORK videotapes and related curriculum materials, a questionaire was designed by Alice Hart, Frithjof Bergmann, Marcia Helms Knisley, and Roberto Quiroz. This questionaire, along with a cover letter, a brief description of the project and the topics of the ten videotapes, was mailed to 207 educators.

Educators selected to receive the questionaire fell into three broad groups:

INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENTS

All 57 ISD superintendents received the mailing. Seven responded. All would like to receive further information. Three would be interested in receiving a visit from a project representative, and they are:

Gratiot-Isabella ISD
Delta-Schoolcraft ISD
Ottawa Area ISD

GENESEE COUNTY K-12 (PUBLIC) DISTRICT SUPERINTENDENTS

Twenty-one superintendents received the mailing. Eleven responded. Ten requested further information, with five expressing an interest in a visit from a project rep, namely:

Kearsley
Swartz Creek
Lake Fenton
Goodrich
Montrose

CURRICULUM DIRECTORS/SPECIAL PROJECT COORDINATORS/INSTRUCTIONAL SPECIALISTS

A sampling of districts across the state, selected to include districts of every size, and within every geographic area was contacted. The mailing was addressed to the curriculum director/project coordinator and/or instructional specialist identified for that district. In this group 130 districts received the mailing.

Twenty-seven districts responded. Twenty-six requested additional information, including the following 16 which requested a visit from a project rep.:

Muskegon Heights
Lamphere
Wayne-Westland
Ionia
Grand Haven
Lake Shore Schools (St. Clair Shores)
Highland Park
Taylor Schools
Sturgis Public Schools
Farmington
Port Huron
Clarkston
Fremont
Oak Park
Fitzgerald Public Schools (Warren)
Owosso

(A copy of the complete mailing list used is on file at the New Work Center.)

(A more detailed summary of individual responses to the survey questions is attached.)

MHK: 7/1/87

THE FUTURE OF WORK SCHOOL DISTRICT SURVEY

1. Currently offering future work instruction

Yes	22	No	22	No Response	2

2. Name of class

Adult Ed.	2	English (Req.)	1	Social Science	1
Business	1	Economics	1	Social Studies	2
Careers	7	Job Skills	2	Soph. Seminar	1
Consumers Ed.	1	Office Block	1	Voc. Ed.	6
Co-op	1	Personal Liv.	1	Several	4
D.E.	1	Self-Awareness	1	No response	23

2a. Grade level

Elementary	3	Retraining	3
Grades 7 & 8	5	Adults	7
Grades 9 & 10	16	No Response	23
Grades 11 & 12	12		

5. Curriculum placement

Government/Economics	16	Business	1	Human Ecol.	1
Vocational Education	34	Careers	2	Social Science	1
Sociology	13	Consumer Ed.	1	Sp. Ed.	1
Career Counseling	34	English	3	No area	2
History	3	Fam. Liv.	1	No response	4

6. Preferred class for materials

Government/Economics	22	Business Ed.	1	Job Skills	1	
Vocational Education	31	English	5	Social St.	1	S
Sociology	13	Home Ec.	2	Soph. Sem.	1	
Career Counseling	30	Human Ecol.	1	Sp. Ed.	1	
History	9	Ind. Arts	2	Throughout curriculum	2	
Ind. Tech.	1	No response	6			

7. Usefulness of curriculum materials

Future career options 11

Changes in technology 12

Future entrepreneurial opportunities 7

Structural unemployment 2

All of the above 31

Other: Career Options 1

Video tapes not used 1

Video tapes about non-traditional career options 1

No response 3

8. Potential use for video tapes and curriculum guides

Yes 16 No 0 Maybe 28

9. Desire more information

Yes 42 No 2 No response 1

10. Projected course for materials use

Careers	10	Government	2	Voc. Ed.	13
Civics	1	J.T.P.A.	1	Speech	1
Consumer Ed.	1	K-12	1	Social Science	4
Economics	6	Occupational Ed.	1	Soph. Sem.	1
English	3	Self Awareness	1	Social Problems	1
Family Liv.	1	Social Studies	2	Co-op	1
Business	1	Home Ec.	1	Human Ecol.	1
Jr. Revision Prog.	1	Several Areas	3	Open to suggestions	2
Employability Skills Present	1	No response	10		

11. Introductory presentation

Yes	24	No	15	No response	7

APPENDIX
C

Evaluation by FERA of Pilot Test of Curriculum

THE FUTURE OF WORK
EVALUATION OF PILOT TEST OF CURRICULUM

June, 1987

Submitted by:

Stephen Joel Gill, Ph.D.
Senior Associate

FERA
Formative Evaluation Research Associates
218 North Fourth Avenue
Ann Arbor, MI 48104
313/994-9060

BACKGROUND

The Center for New Work has developed curriculum materials for the course "The Future of Work". This course is designed to teach the concepts of "new work" to high school students. The goals of the course are:

- to make students aware of the rapidly changing world of work;
- to make students aware of innovative and alternative ways to organize and structure their future work;
- to help students develop positive attitudes about school;
- to influence the career decisions of students;
- to prepare students for making productive use of periods of time when they will not be employed.

The course has been pilot tested in the Flint, Michigan schools during the 1986-87 academic year. Resource materials were developed during the year and provided to four volunteer teachers as the materials were produced. Teachers used the materials over the course of four, nine-week marking periods. However, the teachers did not have all of the resources available to them until the last of these marking periods.

The curriculum materials were pilot tested within the context of a new course for sophomores titled "Issues and Skills". Teachers in this course were required to teach about learning skills, careers, and crime, also. Each teacher adapted "The Future of Work" materials to his or her own classroom. Therefore, the curriculum was implemented differently by each of the four teachers.

This report summarizes findings from interviews with teachers. These interviews were part of the evaluation of the pilot test of the curriculum. The Center for New Work asked Formative Evaluation Research Associates (FERA) to evaluate the pilot test in order to assist the Center in the development of

"The Future of Work" curriculum and in the preparation of the curriculum resources for wider distribution and use.

EVALUATION QUESTIONS

The specific research questions to be answered through the evaluation are:

- To what extent is the curriculum implemented? Which materials are used? How are these materials used in the classroom?
- What are teachers' reactions to the curriculum? What do they like and not like about the videotapes, the written modules, and the procedures?
- What are students' reactions to the curriculum? What do they like and not like about the videotapes, other resources that their teachers use, and the classroom activities?
- What additional resources do teachers need in order to make the course more effective?
- What recommendations do participants have for improving the course?
- To what extent is the curriculum achieving its goals?

PROCEDURE

Each of the four teachers was interviewed in his or her classroom at the end of the academic year. These interviews were guided by a questionnaire that is attached to this report. The questionnaire was designed to answer the evaluation questions and covers five major areas:

- use of curriculum resources by the teachers;
- achievement of the course objectives;
- strengths of the curriculum;
- weaknesses of the curriculum;
- teachers' recommendations for improving the curriculum.

RESULTS

The following discussion addresses these major questions and then is followed by a section of summary comments which synthesize the most salient points.

Use of Resources

The curriculum resources available to the teachers included a pre-test designed to assess student plans and expectations related to work, a film titled "The Robot Revolution", another film titled "Listen to the City", ten videotapes on the future of work and supporting written modules to be used with each tape, a classroom simulation called "Restory", and classroom presentations by Richard Gull or Frithjof Bergmann. All of the teachers used "Listen to the City", the first four videotapes and their written modules, and the simulation. Use of the other materials varied among the teachers.

More specifically, teachers implemented the materials in the following ways:

> Teacher 1 used the materials in 18 different classes during four marking periods; materials were used for two to three weeks at the beginning of the term and then the teacher referred to these materials throughout the term; this teacher did not use the pre-test, tapes 5, 7, or 8, or any presentations by Gull or Bergmann.
>
> Teacher 2 used the curriculum materials during the first three days of each week of the term; during most weeks two tapes were viewed and discussed, usually stopping the tapes to discuss specific sections; the vocabulary parts of the modules were emphasized in this course; this teacher did not show "The Robot Revolution" and did not use tapes and modules 8, 9, and 10 or presentations by Bergmann and Gull.
>
> Teacher 3 implemented the curriculum in two different formats; in one format the curriculum was spread out over the entire term and in the other format the curriculum was used during the first five weeks of the term only; this teacher used all the materials except tapes and modules 8, 9, and 10, and Bergmann and Gull did not participate in the course.

Teacher 4 implemented the curriculum differently each term; the materials were used most during the first three marking periods; the curriculum was mixed with the other units (learning skills, careers, and crime) throughout each term; this teacher did not use tapes and modules 6, 7, 8, 9, and 10.

Achievement of Objectives

The teachers indicated that the curriculum does not achieve each goal to the same extent. All four teachers believed that, to a great extent, "The Future of Work" curriculum achieves the objective of making students aware of the rapidly changing world of work. The teachers are less enthusiastic about the curriculum's achievement of the other objectives, although all four teachers reported at least some achievement of three of the four other objectives. Only two teachers could say that their students achieved a more positive attitude about school. Teachers reported that students had difficulty applying the concept of alternative work schedules and opportunities to their own lives.

The curriculum appears to help students gain greater awareness in some important areas. The teachers reported that they observed that some students are more aware of how events in the community affect them; they are more aware of the importance of developing employable skills; they are more aware of the importance of education; and they are more aware that it is likely that they will not be working for General Motors. Also, teachers reported that because of the course some students are more interested in service jobs, are more interested in small business ownership, and understand more terms than they did before the course.

Strengths of the Curriculum

The following aspects of the curriculum were mentioned by the teachers as what they liked and what they believe the students liked:

- "The Future of Work" videotapes - because they communicate the message of the course and stimulate discussion; because they include students and teachers from the Flint schools on the tapes; because they are related to what is happening in Flint;
- "Restory" game and the role-playing that is part of the game;
- The availability of plenty of materials;
- Discussion related to students' own experience;
- Puzzles and discussion questions in the modules;
- "Listen to the City" film;
- Flexibility of the materials in that they can be applied to different subjects and issues;
- The usefulness of the course as a stimulus for exploring contemporary issues;
- The usefulness of the course for promoting critical thinking and problem-solving.

Weaknesses of the Curriculum

The following aspects of the curriculum were mentioned by the teachers as what they did not like or believed students did not like:

- not enough information about industries other than General Motors;
- not all of the curriculum resources were available at the beginning of the course;
- "The Future of Work" videotapes do not hold the students' interest; students appear to become bored before an entire videotape has been shown;
- materials do not deal directly with students attitudes toward school;
- materials do not present models of how the concept of using non-work time is applied;
- not enough was presented about potential solutions to the problems.

Recommendations

Based on what they saw as the weaknesses in the curriculum and the supporting materials, the teachers suggested the following changes and additions:

- eliminate the redundancy and provide more action in the videotapes;
- convene more teacher meetings to discuss questions and problems;
- update materials (e.g., include references to plant closings in Flint);
- include information about industries in addition to GM;
- address the impact on minorities and women more;
- include more ideas about potential solutions;
- start each tape with an introduction section that describes the basic purpose of the tape and its major ideas;
- include more interviews with different kinds of workers (e.g., unemployed, self-employed, workers doing "new work");
- arrange tours of work-sites;
- provide a textbook that students can take home;
- define more of the terms;
- relate the pretest questions directly to the course materials;
- arrange newspaper subscriptions for each class;
- add background material on the manufacturing and service industries;
- provide additional data about the Flint community.

SUMMARY

This evaluation assesses the reactions of four teachers to the pilot test of "The Future of Work" curriculum. This pilot test occurred while the materials and procedures were still being prepared for classroom use and while the teachers were being burdened with additional course topics to teach. None

of the teachers made full use of the available modules. Therefore, the assessment may not be a true picture of the potential impact of the course when used by teachers who have experience with the complete set of resources and can give their undivided attention to its development. However, there are important observations from this pilot test that should prove valuable to the people who are developing the curriculum and people who wish to implement the curriculum.

From the teachers' perspective the course appears to increase students' awareness of the changing world of work and how that world will affect them in the future. The curriculum seems to be much less effective in changing attitudes and behavior.

All of the curriculum materials are valued highly by the teachers. They appreciate having the videotapes, the written materials, and the "Restory" game. Their strongest recommendation for improvement of the materials is to modify "The Future of Work" tapes so that they will hold students' interest longer.

Although there appears to be a need for significant changes in the curriculum materials and procedures to make them more useful to teachers, it is important to note that all four teachers in the pilot test plan to use the curriculum again in their Fall classrooms. Apparently the curriculum has proved to be a valuable resource to these teachers.

APPENDIX D

Letter from Marsha Thrower

BEECHER COMMUNITY SCHOOL DISTRICT
1020 West Coldwater Road, Flint, MI 48505
Phone: (313) 785-4731

July 10, 1987

To Whom It May Concern:

Having had an opportunity to meet with Frithjof Bergmann and Richard Gull and to review the curriculum materials developed by the Center for New Work, I would like to encourage the further development and refinement of those materials.

All students, but particularly at risk students, need to be aware of both current and forecasted changes in employment and the related changes in educational preparation.

Especially noteworthy in this curriculum is the emphasis on nurturing attitudes of self sufficiency and responsibility on the part of the students.

I would heartily support the continued efforts of the Center for New Work as it develops future curriculum projects.

If I can be of any assistance, please do not hesitate to contact me.

Sincerely,

Marsha Thrower
Administrative Assistant for State & Federal Programs
and Grant Development

MT:ms

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APPENDIX
E

Advisory Board: Members, Agendas, and Minutes

ADVISORY COUNCIL MEMBERS
CENTER FOR NEW WORK
The University of Michigan-Flint
1987

Father James Bettendorf
Newman Center
609 E. Fifth Avenue
Flint, MI 48503
239-0911

Mr. Ben Davis
Urban Coalition of Greater Flint
708 Root Street
Flint, MI 48503
767-1040

Ms. Lynn Gillespie
Grand Blanc High School
12500 Holly Road
Grand Blanc, MI 48439
694-8211

Mr. Paul Newman
AC Spark Plug
1300 N. Dort Highway
Flint, MI 48506
257-3900

Mr. Don Peters
Chamber of Commerce
316 W. Water Street
Flint, MI 48502
232-7101

Ms. Dorothy K. Smith
Budget and Financial Operations
The University of Michigan-Flint
281 UCEN
Flint, MI 48502-2186
762-3327

Mr. Dave Yettaw
UAW 599
812 Leith Street
Flint, MI 48505

THE UNIVERSITY OF MICHIGAN-FLINT
CENTER FOR NEW WORK
ADVISORY MEETING MINUTES
March 11, 1987

PRESENT: Dave Yettaw (UAW Local 599), Don Peters (BECC), Lynn Gillespie (Grand Blanc H. S. Job Placement), Ben Davis (Urban Coalition), Marcia Knisley, Alice Hart, Roberto Quiroz, Frithjof Bergmann, and Richard Gull. Not present: Dorothy Smith and Paul Newman.

It was suggested that every three months the advisory council would meet to review the progress, provide goals of grant and timeline to advisory members.

Progress report on tapes, curriculum and in-serivce. UM-Flint, Channel 28 has underwritten production of the tapes.

Discussed refunding proposal to state for next year as well as plans for other projects. The potential for state dissemination of the tapes is great. Response from many districts requesting information has been received unsolicited. Expansion to the middle school Title I teachers is underway. Special education and gifted coordinators will be in-serviced.

Suggestions: 1) evaluation system for tapes, 2) articles in publications of organizations, 3) expand mailing list, 4) develop price list for materials/ marketing plan, 5) networking with other centers and universities.

Agenda for next meeting: feedback from constituent groups on tapes, future suggestions.

The University of Michigan-Flint
Center for New Work Advisory Council
Wednesday, July 1, 1987
9 a.m. PURA Conference Room

AGENDA

1. Feedback on New Work tapes
2. FERA evaluation
3. Discussion on new proposals

Minutes from Advisory Meeting, July 1, 1987

In attendance: Jim Betdorf, Alice Hart, Richard Gull, Marcia Knisley, Frijoth Bergman, Ben Davis, Joyce etc.

Members of the advisory committee commented on the future needs of the community. One important audience is workers who will be laid off from the plants and could be involved in the project to build low cost housing. The Human Services Network housing committee chaired by Gary Bates is planning a consumers' conference. General Motors has approved the idea of a six-month leave time to assist part-time entrepreneurs.

The committee reviewed the FERA evaluation and will incorporate these suggestions in the revised curriculum materials. Additional resources were discussed and suggestions offered to find ways to get teachers to use them as part of the Future Work training package.

Bill Weisgerber reviewed the funding stipulations and the necessary items for the year end report. A July 31 deadline was decided on and a projected date of August for the year 2 proposal.

The problem of the ending data was discussed at length. While all the University of Michigan papers contain the August 31st deadline, the papers from the state indicate a June 30th end date. Jim Randolph from the DRDA will be contacted and a continuation will be requested.

APPENDIX
F

List of Teachers in Pilot and Letter from Sam Paraschos

LIST OF TEACHERS IN PILOT

Ms. Delores Beard
Southwestern High School
1420 W. 12th Street
Flint, MI 48507

Mr. Earl Bell
Northwestern High School
G-2138 W. Carpenter Road
Flint, MI 48505

Mr. James W. Hall
Flint Community Schools
925 S. Avon
Flint, MI 48503

Ms. Karen Haymon
Northern High School
G-3248 Mackin Road
Flint, MI 48504

Ms. Darla Ijames
Mott Adult High School
1231 E. Kearsley Street
Flint, MI 48503

Mr. Sam P. Paraschos
Central High School
601 Crapo
Flint, MI 48503

July 10, 1987

Dr. Frithjof Bergmann
Dr. Richard Gull
Center For New Work
703 Mason Street
Flint, MI 48503

Dear Sirs:

I am writing you in reference to my Issues and Skills class at Flint Central High School. As you know I have used your future of work curriculum this past year and would like to inform you of my experience with it.

I have found that the VCR tapes, "The Future of Work", are well done and send a clear message. They are informative and leave no doubt regarding the future of work and the effects technology and new Industry philosophy has on the future of work.

I have also found the supplemental materials you have sent to be equally informative and help reinforce the message. We found many supporting details in the newspaper and magazine articles that you continually sent us throughout the year. Also, the discussion questions, cross-word puzzles and various tests proved to be beneficial.

If there are any doubts about the effectiveness of the curriculum let me offer the following: The effectiveness of the curriculum was demonstrated by the quality of student response during class discussion and testing. The many references to the tapes by the students during discussion showed them to be effective. Also the many high scores on the test showed the message was absorbed by the students. there is no doubt in my mind that the students, after exposure to the future of work curriculum have received the message.

I would like to thank you for all the hard work that went into your project and for all the help you have given me during the year.

Sincerely yours,

Sam P. Paraschos
Teacher, Central High School